DOCUMENT RESUME

ED 327 358 RC 017 931

TITLE	New Partnerships for Human and Economic Development. Education in a Changing South: New Policies, Patterns and Programs. Report on the Continuing Conference (1st, Atlanta, Georgia, October 13-14, 1983).
INSTITUTION	Southern Education Foundation, Atlanta, Ga.
PUB DATE	14 Oct 83
NOTE	23p.; For a related document, see RC 017 930.
PUB TYPE	Collected Works - Conference Proceedings (021)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Business Responsibility; *Economic Development; *Educational Change; Educational Finance; Educational Improvement; Educational Policy; Elementary Secondary Education; Government Role; Human Resources; *Institutional Cooperation; School Business Relationship
IDENTIFIERS	*Partnerships; *United States (South)

ABSTRACT

Solutions to the current problems facing the South are no longer strictly moral, legal, or ethical ones, but are to a large degree technical and economic. In 1983, concern about important public policy questions relating to or arising out of education led the Southern Education Foundation to establish a continuing conference with the overall theme of "Education in a Changing South: New Policies, Patterns and Programs." Proceedings of the first of these conferences are summarized in this report. Topics of the conference included: (1) the mediocrity of current education; (2) the role of business in education and training, with specific reference to programs in Memphis and Atlanta; (3) state government plans for partnerships in education; (4) innovative programs with Control Data Corporation and Delta Airlines; (5) the role of philanthropic foundations; (6) higher education and economic development; (7) the role of the federal government; (8) overcoming the barriers to partnerships; and (9) building consensus. A list of conference participants is included. (ALL)

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ED327358

Education in a Changing South: New Policies, Patterns and Programs

REPORT ON THE CONTINUING CONFERENCE

Sponsored by the Southern Education Foundation, Inc.

New Partnerships for Human and Economic Development

October 13-14, 1983
Atlanta, Georgia

RC 017931

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ACKNOWLEDGEMENTS

The Southern Education Foundation wishes to express its appreciation to many individuals and organizations who helped in planning and implementing the conference. The advice provided by our Advisory Committee was invaluable. The work of the members of the task forces informed to a large degree the substance of the two-day discussion. In addition, a variety of busy individuals with major responsibilities agreed to take time out to come to Atlanta to participate in the conference. We wish to express special thanks to the Ford Foundation, the Lilly Endowment, and the Carnegie Corporation for their assistance in funding this meeting. Thanks are also due to the Southern Growth Policies Board of Research Triangle Park, North Carolina; MDC, Inc. of Chapel Hill, North Carolina; to Ruby Martin, Jim Godwin, Carol Lincoln, Stuart Rosenfeld, Steve Suitts, and Jesse White for their valuable suggestions and recommendations. Finally, we want very much to note the important contributions of Robert E. Anderson of Atlanta, Georgia who served as conference *rapporteur.*

INTRODUCTION

"We are concerned about developing new alliances and new partnerships, working with people and institutions that in the past it would not have been even possible to work with... SEF from its beginning has been concerned with issues of public policy. Because it has always had limited resources, it has functioned of necessity, and yet by happy opportunity, by building coalitions and alliances..."

Lisle C. Carter

Lisle C. Carter

In the 1920's and '30's, some southern scholars argued that the South could not address successfully its economic problems nor realistically contemplate a better economic future until the region confronted and solved problems of racial segregation and legally sanctioned inequity based on race. This notion was an underlying theme of several books, among them Dr. Howard Odum's *Southern Regions of the United States,* which was published in 1936. It informed to a large degree also what President Franklin D. Roosevelt meant when, in 1939, he described the South as "the nation's number one economic problem."

The civil rights struggle, which took place in the South for almost the next four decades, was aimed in large degree at striking down legal constraints. This concern with overcoming barriers created by operation of law is substantially over. Issues of legally mandated inequality are no longer considered debatable among southern leaders or aspirants to power in the region. Thus, no southern governor of the past decade has based either his platform or the program of his administration on the appeals to racial division so prevalent until the early 1970's.

Today, the focus of leadership in the South has turned to questions of how the region can address economic issues in ways which meet the needs of all its people. There is in the region today general agreement that all citizens should share in whatever benefits may flow from the changing economy of the South. Yet this general agreement on goals still leaves open questions about how these goals are to be achieved — particularly where they involve access to benefits or where they raise questions about what kind of economy the region will have.

Part of the disagreement about means stems from traditional attitudes and current roles. Southern businesses for many years refused to accept the need for change while the experience of those seeking change held that only the federal government offered an avenue to achieve in jobs and attendant economic gain. These attitudes clashed and resulted in at best indifference, sometimes confrontation, but almost never cooperation.

In recent years court rulings, enforcement of civil rights laws during the 1970's, and some emergence of minorities into positions of major responsibility in government and business have resulted in a tempering of attitudes. Communication has improved and a recognition of mutual interests has to some degree supplanted past hostility. There remains, however, an ongoing lack of regular communication in spite of general agreement on a need for continuing dialogue and cooperation.

There exists through an overarching agreement that solutions to today's problems are no longer strictly moral, legal or ethical ones, but are to a

large degree technical and economic. The Southern Education Foundation, which has traditionally been concerned with important public policy questions relating to or arising out of education, has been sensitive to these changes and created a formal program in public policy and education which seeks to explore them in depth. In 1981 the Foundation expanded the program to include several elements. An advisory committee of distinguished individuals with experience in public policy and education was created along with three task forces, one on education and economic development; one on youth unemployment; and a third on the devolution of power from the federal to the state level.

A fellows program was established, adjunct fellows were selected, an expanded program of research, conferences, and workshops was planned and implemented. In order to do this, SEF set aside significant portions of its own funds, and additional support was garnered from such organizations as the Ford Foundation, the Carnegie Corporation, the C.S. Mott Foundation, Lilly Endowment, and the Rockefeller Foundation.

The work of the program along with the ongoing efforts of some of the SEF grantees convinced the Foundation that it should further expand its dissemination of information about issues in public policy and education. The idea of the "continuing conference" was adopted. The conference has an overall theme of "Education in a Changing South: New Policies, Patterns and Programs." At least once a year, interested persons convene to discuss one aspect of that theme. The first session of the continuing conference was held on October 13-14th, 1983 in Atlanta and was devoted to a consideration of the topic "New Partnerships for Human and Economic Development."

The conference program included diverse participants — educators, foundation officers, elected and appointed federal, state and local officials, labor union leaders, business executives, several former cabinet members and others. Conference attendees also came from similarly varied backgrounds.

The conference spoke to a host of issues — job training programs, unemployed youth, poor instruction in the schools, the technological revolution, international commerce, foreign competition, work productivity, and economic development. Some speakers described partnership models between business, education and government while others pointed to potential conflicts between and among partners. The possibility of new partnership roles was examined from a variety of perspectives. In brief, the conference brought together those who are working first hand with the economic and educational issues that are shaping our future and it explored possibilities of a new consensus about and new opportunities for partnerships. Throughout the conference, a central theme emerged which was implicit in the remarks of some and explicit in the remarks of others: the need for a continuing and ongoing mechanism to stimulate cooperation and understanding among many independent efforts and programs.

A summary of the conference proceedings follows.

Elridge W. McMillan

Robert A. Kronley

Elridge W. McMillan
President
Southern Education Foundation

Robert A. Kronley
Senior Consultant
Southern Education Foundation

EDUCATION TODAY: "A Tide of Mediocrity"

"One of the major concerns of the National Commission on Excellence in Education was the clear impact and the continuing threat of declining achievement and lower expectations in student performance on individual productivity and economic growth."

Norman Francis

Norman Francis

Any effort to develop and implement strategies that address the South's economic problems must consider and utilize the obvious: education of the region's people has been and remains the key to further development; and only the public education system has the resources necessary to do the job in a comprehensive way.

But education in America has come under increasingly critical scrutiny. It is being examined intensely both from within and without, and in May, 1983, was indicted in grim, chilling terms by the National Commission on Excellence in Education. The 18-member commission, appointed by the United States Department of Education, spent 20 months examining the quality of education in the United States. Its findings have brought education to the forefront of public policy discussion as it has not been since 1957 when the launching of the Soviet Union's satellite, "Sputnik," raised wide concerns over the nation's ability to compete educationally in what was then the new "space age."

Describing American education as being engulfed by a "rising tide of mediocrity" that puts the nation in the position of "unthinking, unilateral educational disarmament," the Commission cited a host of sobering statistics and conditions.

- Some 13 percent of all 17-year olds and perhaps 40 percent of minority youths are functionally illiterate.
- Nearly 40 percent of 17-year olds cannot draw inferences from written material and only a third can solve math problems requiring several steps.
- The quality of teaching in public schools across the nation is woefully inadequate, and there is a dire shortage of math and science teachers in nearly all 50 states.
- Only one year of math and one year of science are required for a high school diploma in 70 percent of the states and no state has a foreign language requirement.
- One fifth of all four-year state colleges must admit anyone with a high school diploma.
- In secondary schools, a "smorgasbord" of electives have undermined traditional standards, allowing students to abandon academic and vocational studies for less demanding "general track" courses. For example, from 1969 to 1983, the proportion of graduates who took English courses for credit declined from 96.9 percent to 76.5 percent. In the same period students receiving credit for driver education rose from .3 percent to 58.6 percent.
- Finally, the report noted that America's international industrial position is seriously threatened by nations such as Japan that already have educational systems in place that are effectively meeting the

Harold Howe and Lisle C. Carter

demands of a modern technological society. In Japan, for instance, the academic school year runs 240 days, as compared to about 180 days in the United States. Japanese high school students take six years of math and science and six years of language. By the time they graduate, they have averaged four more years in these subjects than the average high school graduate in the United States. Most importantly, the Japanese government has given education a high budgetary priority, allocating for education and science in 1983 an amount that is roughly twice the country's defense budget. Much of that funding goes for teachers' salaries, standardized textbooks and teaching equipment to ensure that even children in remote rural areas receive the same treatment as their counterparts in the larger cities.

The Commission offered five major recommendations to address the problems it described: stiffer state and local high school graduation requirements; higher educational standards; more time for learning basics; better training and pay for teachers; and increased citizen involvement in public education.

The effects of the trends described in the Commission's report set the tone for part of the discussion at SEF's October conference. Harold Howe, now Senior Lecturer at Harvard University Graduate School of Education and a former Vice President of the Ford Foundation, voiced concern about wholesale implementation of the Commission's recommendations without carefully examining all of their ramifications. He said the more rigorous educational proposals which the Commission advocates can become barriers for students to finish school, and that the students most likely to fail because of the new proposals will be those from poor and minority families. In brief, he said, the Commission, while correctly identifying problems and offering solutions to improve the educational process, left unanswered the question of how those who have historically been deprived of educational opportunity are to compete in the emerging educational climate.

Dedrick Montague, Executive Director of the Lyndhurst Foundation,

echoed Howe's sentiments. The children of poor and black parents whose only access to education is through the public schools already are being short circuited at a very early age by teachers who do not know their subjects, nor how to teach, Montague said. He saw improved teacher training and the recruiting of talented college graduates into the teaching profession as the most significant way to address the basic concerns posited by the Commission.

Despite the fact that the findings of the Commission were anticipated by knowledgeable observers, many policymakers have argued that the industry of the future will not require higher levels of education since theoretically all that will be required of workers will be to push buttons and throw switches in completely automated plants. In disputing such assertions, former Secretary of Labor Ray Marshall based his remarks on economic development needs of both the nation and the South.

> In order to get the commitment and motivation and understanding of the work process as a whole, in order to get quality output, you are going to have to have people who are well educated in the basics... Education decides who gets the jobs... Those people who believe that you don't have to have good education systems in order to prepare for industry of the future, simply won't get the industry of the future. The other aspect of that is that industry tends to adapt to the resources that are available. Therefore, if you've got people who are untrained, you tend to get industry that relates to those kinds of people. Much of that industry is so footloose that it's on its way to the Third World. Therefore, we don't build much future for our people if we concentrate on those kinds of jobs.

BUSINESS: No Longer a Silent Partner

"The Administration has said to the private sector, in effect, and in roughly these words: 'We gave you a tax cut. Now it's up to you to assume new obligations to the community. Offset cuts in public expenditures with increased private spending...' Business has been the first to point out that it's not the function of business to support social programs that government has carried in the past."

Juanita Kreps

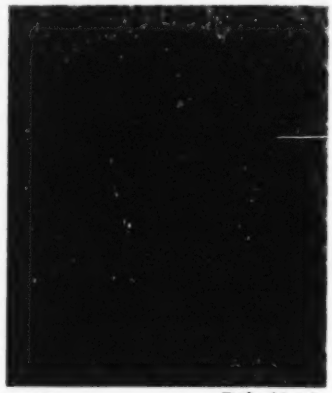
Marshall's linking of education to industrial and economic development needs emphasized a trend that has been underway in corporate America for a number of years. Poorly educated graduates are entering the nation's workforce in unprecedented numbers and American businesses each year are spending between $2 and $3 billion a year just on remedial and basic skills education for their employees. Moreover, as Denis Doyle of the American Enterprise Institute told the conference, corporations increasingly are concerned over their inability to make informed judgments based on the credentials provided not only by high school graduates but by college graduates as well. Compounding the problem, particularly in the South, is youth unemployment. Myrtis Powell, a member of the Southern Education Foundation's Task Force on Youth Employment, noted that joblessness among southern young people

Juanita Kreps

"The Jobs Training Partnership Act is designed to cope with the devastating personal and social consequences of unemployment."

Ruby Martin

has reached critical proportions and continues to grow. Therefore it is crucial that collaborative efforts be made by public education systems and corporations to develop new jobs and training programs for young people seeking to enter the job market.



Ruby Martin

The corporate role in this area historically has been passive or at least has been characterized by low visibility, behind-the-scenes support of education and training in general. But today as a result of the Jobs Training Partnership Act (JTPA) enacted by Congress in 1982 and put into operation in October, 1983, the role of business has become far more dominant.

JTPA used state and local resources to help prepare the economically disadvantaged and the long-term unemployed to become productive members of the labor force. For the first time, the private sector has equal responsibility with government in shaping federal job training programs. Through JTPA, federal funds are funneled to states to train economically disadvantaged youth and adults. JTPA sets up a private/public-partnership under which private industry representatives and local elected officials have balanced roles in program planning and management, with agreement between the two required on public policy issues.

But quite apart from its emerging role in JTPA, business now, as in the past, enjoys immediate power in setting priorities for state and local governments. It has specialized knowledge and expertise in modern technology and a self interest in seeing public education train a labor force that can meet its needs. Most importantly, it has jobs. The fact is, too, that business today, as never before, is taking positive steps in support of public education through innovative, imaginative and "hands-on" programs operating in cooperation with public school systems and higher education systems around the nation. Conference participants heard descriptions of two such successful collaborative efforts in southern cities.

MEMPHIS AND ATLANTA: Tales of Two Cities

Willie Herenton

When Willie Herenton became Superintendent of the Memphis schools, public education in the city was at a low ebb. Court-ordered busing to achieve desegregation had resulted in an exodus of 30,000 white students. Private schools proliferated. Public school enrollment was 76 percent black. The business community had grown apathetic about public education. A general perception existed that public schools were doing a poor job and that the system itself was poorly managed. Herenton set about to reverse this perception by facing the system's problems and calling upon business leaders to help in correcting them.

Loaned executives assisted in selecting a cadre of competent school administrators. They reviewed the system's personnel, data processing, purchasing process, and its investment portfolio, and their report to the public on their findings gave the stamp of approval to the way in which the system was being managed. The report improved immensely the image of

the city's schools.

Memphis businesses also launched an "adopt a school" program — a means increasingly being used in cities throughout the nation whereby individual companies, businesses and organizations select particular schools and provide various forms of personalized attention and technical assistance. In Memphis, 144 of 155 schools have been adopted by a corporation, financial institution, civic organization or religious group.

Finally, Herenton began a program to market Memphis schools. He called on marketing specialists from various corporations who assisted in putting together such a program. Here's how he sums up the results.

> For six months we conducted market research concerning the perceptions of Memphians toward their schools. We asked hard questions such as 'Under what conditions would you participate in Memphis public schools.' Within two years we have attracted 2000 white students back to the Memphis public schools. We have also assisted in the migration of white families back from the suburbs to the city because of the high believability in the quality of Memphis public schools.

Herenton credited the cooperation of Memphis businesses for this dramatic turnaround.

Atlanta's Partnership of Business and Education followed patterns similar to those undertaken by Memphis businesses, Director Boyd Odum

reported. Today over 150 organizations in the city, including corporations, colleges and religious organizations have adopted 80 schools or educational programs. Some 94 religious congregations provide 1000 tutors to work with individual students. These tutors cover 22 of the city's 24 public housing projects — areas in which nearly half of Atlanta's school students reside.

One of the Partnership's most successful efforts has been its work with the school system's "magnet schools" — ten high schools, each with a different career emphasis, which give students the opportunity to combine

basic academic schooling with specialized career choices. These include: photojournalism, television and radio scriptwriting, physics, human physiology, trigonometry, foreign languages, computer technology, banking, and drama. The Atlanta Partnership offers internships in various career choices, supplies lecturers and equipment and conducts seminars and field trips.

One example of the success of the magnet schools, Odum noted, is that all 58 recent graduates of the banking program either pursued courses of study in college in financial services or were placed in a full-time position in a bank on a career ladder leading to management. The program has attracted considerable favorable attention citywide and statewide. Students from private schools have come back to the Atlanta public schools in order to participate in the magnet school arrangement.

A STATE GOVERNMENT PLANS FOR PARTNERSHIPS

Spurred by reports that South Carolina ranks last among the states in many vital educational areas, the state today is launching an ambitious program to forge effective partnerships between business and education and to develop educational excellence. Milton Kimpson, Executive Assistant to the Governor of South Carolina, outlined plans to achieve these goals.

In June, 1983, Governor Riley established the Business-Education Partnership Committee to revitalize the interest of business in education. The committee's mission is to define the problems and challenges in strengthening public education, to address those problems, and to generate support for new investment in education.

The governor has also established a committee on financing education, charged with developing a comprehensive program for educational quality, and suggesting funding sources for the program. The committee is composed of key business, government, education and civic officials. It has established seven major goals: raise the performance level of youngsters; strengthen the teaching and testing of basic skills; increase teacher accountability and the attractiveness of the teaching profession through intensive recruitment and improved salaries; improve school management and fiscal efficiency at all levels; create a broader and more effective partnership between schools and the community; and guarantee results by implementing strict quality controls and rewarding productivity.

The need for better school management noted by Dr. Herenton in Memphis and named as a priority by the governor's committee is being addressed in South Carolina, Kimpson said, through a program of principal assessment similar in nature to programs used by corporations to identify management potential.

Kimpson reported that the state has formed a task force on economic development composed of state officials to assist in the development of a comprehensive program to deal with the state's education problems. The task force sought the advice of business, legislative, teacher, and citizens' groups, and held seven forums throughout the state which attracted 13,000 people.

CONTROL DATA AND DELTA AIR LINES: Two Approaches to One End

"The essential challenge to American business is learning to deal with people who are of different colors and cultures. If we are going to deal with world problems, we are going to have to deal with the problems of race and poverty.

Andrew Young

Models of individual businesses' direct involvement in partnerships range from socially conscious community development activities to more traditional programs offering scholarships and technical assistance. Both types fill important needs. The conference included examples of each — the experience of Control Data Corporation and that of Delta Air Lines.

Andrew Young

Just as technology has contributed to unemployment and various social dislocations, so also is it being used to help find solutions. Jean Harris, Vice President of State Marketing for the Control Data Corporation, a pioneer in the development of computer technology, outlined a comprehensive program of business and community partnership that has involved the company in urban revitalization, rural and urban economic development, small business development, job training and efforts to alleviate inner city social problems. Moreover, Dr. Harris reported, Control Data approaches such problems not in the manner of philanthropic gestures but, rather, as profitable business ventures.

Control Data launched its programs in Minneapolis in the 1960's as the nation's cities were becoming centers of unrest and upheaval. Inner city joblessness, poverty, and general despair were widely diagnosed as causes for such unrest. Control Data made a bold decision. It would build its next plant in the heart of a poor inner city area in Minneapolis. As far as possible, it would employ workers who lived in the area. Today the company sees its decision as an unqualified success. The plant's workforce is stable, and the quality of its product is high. As a result, Control Data has established nine other plants in the inner city areas around the country.

But employing inner city workers meant that the company had to find ways to deal with traditional inner city social problems. Its efforts to do so have included:

- an employee assistance and counseling program for alcohol and drug abuse, a program so successful in its Minneapolis Northside plant that it has been made available throughout its system and even been marketed to other corporations.
- remedial education and counseling in good work habits targeted for high schools and directed to the student at risk of drop-out.
- child care for working mothers, a special problem in a workforce made up largely of inner city females.

Control Data has formed partnerships with communities as well as with its employees. It has set into motion programs in depressed urban and rural settings to promote economic development — primarily in the form of small business entrepreneurships. Small business was chosen because studies have shown that most new jobs are being created in this sector, rather than by major corporations.

that since such programs apparently are going to be de-emphasized by the federal government that they might be the subject for foundation and educational partnership.

William Bondurant, Executive Director of the Mary Reynolds Babcock Foundation, emphasized the relative freedom that foundations have to select innovative programs. They do not have to anticipate shareholder reactions as do corporations, nor voter reactions as do political leaders. Thus, he said "Foundations can and should take chances to be venturesome, leaving the tried and tested to be funded by an appreciative public."

However, Bondurant noted that there are risks for foundations in becoming active partners, for to do so would mean that they would have to change some of their traditional precepts. Most foundations see themselves as judges among competing proposals and as spectators, rather than participants. To become a participant might be to risk compromising their objectivity.

A different perspective was advanced by Bernard McDonald, Program Officer in Charge of the Ford Foundation's Urban Poverty Program. Since the mid-1960's, Ford has supported community economic development directly and through intermediaries. Such an approach permits problems of a manageable scale to be addressed. Moreover, beneficiaries of the programs can be directly involved and benefits can be created at the level where needs are greatest.

McDonald said that, in order for foundations to make sound decisions about the support of local develoment efforts, they need to have empirical evaluation data. He said colleges and universities can assist the organizations in producing such data through research and feasibility studies. McDonald said foundations can facilitate linkages between universities and community groups through such means as direct funding of some educational institutions to support community outreach, by encouraging community development corporations to utilize university resources and by serving as convenors for cooperative activities.

Deadrick Montague of the Lyndhurst Foundation stressed the importance of foundations supporting innovative programs to enhance the quality of teaching in public schools. He described a program which Lyndhurst has established in Chattanooga designed to do this. Each year a panel named by the Foundation selects ten teachers in the city to whom the Foundation gives $3800 to do whatever they want in the summer so long as it relates to their classroom. The foundation bars them from using the funds for education or administration courses, but mandates that the activities deal with the teacher's classroom subjects.

Noting that improving the quality of education begins at the elementary and secondary school level, Bernard Watson, President of the William Penn Foundation, suggested that foundations might consider putting their money into these schools. This could be done, he said, in the same way many corporations support higher education, by selecting areas which they believe need strengthening and providing funds for them.

Watson suggested that another important role for foundations might be a variation on an activity in which many are already currently involved — linking together parties who have an interest in a particular area. He said this does not necessarily have to be in the nature of a convening role. Foundations, he said, can provide staff support for such linkages whether

they, themselves are funding the participants or not. This, he said, would put them more into an initiating role rather than a responding role, a change in direction which he saw as useful.

He said foundations might maximize their impact by agreeing to match state and local government funds for worthwhile programs at the local level. Frequently such programs are duplicated by various levels of government, and he suggested that a foundation's offer to match funds should be contingent upon the programs being consolidated.

Watson summed up his view of foundation roles in partnerships this way: "Foundations can do a lot of things if they are willing to take risks, if they are really interested in working as equal partners with others whether that be school systems, corporations or community based organizations, and if they are prepared to stay in for the long haul."

HIGHER EDUCATION AND ECONOMIC DEVELOPMENT

Throughout the conference, from the reports of corporation executives to the comments of educators and government officials, ran a consistent refrain: the need to promote economic development. How can this be done most effectively today in the South in a time when some of its strongest traditional industries are feeling the adverse effects of technology and foreign competition, when the region is beginning to lose some of its advantages over other regions in recruiting industry because of narrowing differentials in freight rates, rising wages and rising costs of living in the South and the current decline in federal money for local economic development?

Through its Task Force on Education and Economic Development, the Southern Education Foundation has addressed these and related questions. A special focus of the Task Force's work has been to examine ways in which the South's higher education institutions can help to stimulate regional

economic growth. In a September, 1982 report on the subject, the Task Force noted that:

> Traditionally, postsecondary educational institutions have three basic missions, each of which provides the underpinnings for economic development. Those missions are instruction, research, and public service. While instruction helps individual students develop the intellectual and technical skills needed to become productive workers and responsible citizens, research and public service are higher education's paths for providing knowledge and technical expertise directly to citizens, business and industry and government. Through research, post secondary educational institutions help develop new technology and help solve problems in business and industry... Through public service, postsecondary educational institutions have provided technical assistance to small businesses, helped prepare regional economic development plans, participated in formulating economic development policy, and provided courses and seminars for economic development practitioners in state and local government.

Task Force Chair George Autry, President of MDC, Inc., suggested to the conference that higher education in the South has a particularly important role in helping to develop a form of economic development that the South desperately needs. This is assistance in helping to expand existing industry, small business development, entrepreneurial identification and training and building on the region's natural and human resource base. Traditionally, Southern economic development has concentrated on attracting jobs and industry from other sections of the nation, but Autry said there are limits to what this approach can continue to achieve. Autry's panel and others outlined various activities stemming from higher education institutions which are designed to meet the goals he described.

- Thomas Snover, Director of Community Services for the United Auto Workers, described the cooperative efforts of UAW, the Ford Motor Company and the University of Michigan in establishing a training center for unemployed auto workers in Dearborn, Michigan. Under the program, Ford provides a $1,000 per year tuition grant to each worker in the center who wishes to take advantage of it.

Snover also related efforts of the UAW to help a Rochester, Alabama, auto plant reduce its costs and thus remain in operation. The plant had been operating at a loss and a shutdown was being considered. The UAW entered into an agreement with the University of Alabama under an applied research facility grant whereby the university helped the plant to cut its operating costs by $470,000 in eight months. Today, the plant remains open and workers remain employed.

- Cleveland Dennard, who served as President of Washington Technical Institute and later Atlanta University and is now President of the Atlanta-American Trading Company, shared with the conference his experience in making an institution of higher learning responsive to the needs of a community. Dennard, who was one of the major planners of the University of the District of Columbia, described a comprehensive process whereby the university — which was created in 1967 as the District's land grant institution — was able to build a curriculum based on the needs of the District's workforce.

The university created an advisory body for each of the 54 curriculum

Ray Marshall, Andrew Young and Juanita Kreps

areas it planned to offer. Members came from related disciplines. Meetings were organized between practitioners in those areas in order to have constant dialogue with faculty. Student performance was graded on the basis of efficiency in relation to demands of a particular vocation rather than abstract text book knowledge. To do this required practical exposure to various curricula areas. Since aerospace technology was a major part of the curriculum, the university formed a consortium of schools in the Washington area to establish an aerospace center which all students in the city were permitted to use.

The university placed 87 percent of its first graduating class into the disciplines in which they had been trained. During the next four years, 92 percent of graduating classes were similarly placed.

• Vernon Crawford, Chancellor of the University System of Georgia, cited a number of cooperative public service arrangements taking place within the system. Several provided assistance to secondary educational institutions. Others have assisted environmentalists groups and agribusiness.

Crawford briefly reviewed the work of the Georgia Tech Trade Assistance Center. The center, one of a number of such facilities on college campuses around the nation, works with industries that have been adversely affected by trade imports, notably textiles. The Tech program, funded by the federal government at $2 million annually, has worked with 50 companies in providing technical assistance, marketing studies and product development. It's work saved 500 jobs and added 100 more at one company while raising its sales from $5 million to $18 million annually.

THE FEDERAL GOVERNMENT: Assuming a Supporting Role

"The President is committed to going back to the states and localities for solutions to many of the problems, providing an atmosphere in which that can be accomplished, and backing out of federal restrictions."

Charles Buzzell

"The Reagan Administration, under the guise of getting government out of our hair, is, in fact, mortgaging our futures in some very significant respects."

Harvey Pressman

Just as the role of business in job training programs has expanded with enactment of JTPA, so also has the role of the federal government diminished, reflecting the Reagan Administration's general policy of a de-emphasized federal presence in many phases of domestic life, from industry de-regulation to decreased federal support for human services programs. Differences of opinion are acute about these policies, and were apparent more than once at the conference. One striking difference surfaced in the remarks of two participants — Congressman Augustus Hawkins (D. Calif.) and Delta's James Callison.

Augustus Hawkins

Hawkins, a major figure in the molding of federal jobs and training policies for the past decade, co-author with the late Sen. Hubert Humphrey of the Full Employment and Balanced Growth Act of 1978, and principal author of the JTPA, sharply criticized the administration for its successful efforts at weakening the new law's impact on those most seriously affected by unemployment. He called for comprehensive federal action to address unemployment, including job creation. He noted that opposition to such a policy comes largely from those who on ideological grounds want "to turn control, lock, stock and barrel to the private sector." This, he said, would represent a return to the policies of the pre-Franklin Roosevelt era, if not to the times of Adam Smith and the doctrine of "an invisible hand" that benevolently controls the destinies of nations. He concluded by urging full acceptance of federal preeminence in economic management.

Callison challenged such a view. "I believe in the same thing that our founding fathers believed in, the idea of a limited government that leaves us free to make our own creative decisions. I think that usually gives us a better result than when government is heavily involved." He added that private business has accomplished a great deal in the area of human development without any federal prodding and that the conference participants would "be missing some pretty important insights" it it did not take this fact into consideration.

Robert T. Hall, Senior Vice President for Administration for the National Alliance of Business and a former Assistant Secretary for Economic Development in the U.S. Department of Commerce, offered a more dispassionate view of the federal role. He said that today's emerging problems will not be amenable to highly structured national programs. From Washington's perspective, nurturing partnerships between government, business and education is not nearly so attractive as funding an

industrial park to bring instant jobs, an activity that has high political visibility. Nonetheless, he said, the federal presence will go increasingly into research and basic information ventures, providing support to local and state governments in their decision making. Economic realities will dictate that the federal government will continue to have an important role regardless of the priorities or ideology of the national administration. But with implementation of JTPA that role in employment and economic development will be more as a facilitator of partnerships rather than as a direct economic stimulator.

OVERCOMING THE BARRIERS: Test for Partnerships

"Coping with deregulation is a troublesome problem... Forces of competition which are supposed to provide better services at lower costs to consumers bring in their wake many disruptions... In short, partnerships that formerly existed between some businesses and government are now being dismantled. The ultimate outcome on the public is still unknown, and in the meantime some businesses and many employees are having a very difficult time."

Juanita Kreps

The ideological differences sounded by Representative Hawkins and Mr. Callison brought into focus a major obstacle to effective partnerships: the attitudes of potential partners. This, however, was but one of many possible barriers noted by SEF conference participants.

Stuart Rosenfeld, Director of Research and Programs for the Southern Growth Policies Board, pointed out that the interests of education are not always congruent with those of economic development agencies, unions and community organizations. Thus the priorities of the various participants can hamper full cooperation. In state vocational education programs, Rosenfeld said "The potential conflict is between the equity goals of the states and the efficiency goals of business." He noted that many government training policies are targeted toward special populations and have a responsibility to promote equal opportunity. Employers, however, would prefer to let schools do the screening of potential applicants so that they themselves would have only to consider the best qualified.

Precisely because education is an important factor in an industry's locational preference, Rosenfeld said, another conflict can emerge. Developers are faced with the dilemma of wanting stronger schools to strengthen their hand in negotiations for business, but at the same time many are urging tax abatements as a means to lure new industry. Tax breaks would mean fewer resources for promoting quality education.

Alan E. Thomas, Vice President for Regulatory and External Affairs for the Southern Bell Telephone Company, raised a number of cautions about forming partnerships without carefully examining their full implications. He suggested that potential partners take into consideration such factors as:

- whether the new mechanism is well adapted to changing technology;
- the relative impact of school curricula adjustment on new and existing programs;

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